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ABSTRACT

This collection of papers presents the most recent research on Title I federal compensatory education. Building on 35 years of research, development, and practical experience, the book presents evidence of various ways Title I can become a more effective program and instrument for school reform. The nine papers are: (1) "Title I: Its Legislative History and Its Promise" (John F. Jennings); (2) "Title I and Student Achievement: A Quantitative Synthesis" (Geoffrey D. Borman and Jerome V. D'Agostino); (3) "History and Promise of Assessment and Accountability in Title I" (Edward L. McDill and Gary Natriello); (4) "Coordinating Categorical and Regular Programs: Effects on Title I Students' Educational Opportunities and Outcomes" (Geoffrey D. Borman, Kenneth K. Wong, Larry V. Hedges, and Jerome V. D'Agostino); (5) "Title I Parent-Involvement Programs: Effects on Parenting Practices and Student Achievement" (Jerome V. D'Agostino, Larry V. Hedges, Kenneth K. Wong, and Geoffrey D. Borman); (6) "Effective Instructional Practices for Students Placed at Risk of Academic Failure" (Hersholt C. Waxman, Yolanda N. Padron, and Karen M. Arnold); (7) "Cultural and Linguistic Diversity and Title I: What Do We Know? Where Do We Go?" (Barry Rutherford); (8) "Title I Schoolwide Programs as an Alternative to Categorical Practices: An Organizational Analysis of Surveys from the Prospects Study" (Kenneth K. Wong and Stephen J. Meyer); and (9) "How Title I Can Become the Engine of Reform in America's Schools" (Robert E. Slavin). (Papers contain references.) (SM)